

I-2 Guide Steps for Building Principal Interview

Use this form as a guide for conducting an interview with a principal or assistant principal in each building where a student observation is conducted. The purpose of the interview is to determine:

- If the principal knows the special education requirements.
- If the principal can articulate the special education processes.
- If the principal's information validates data from other sources.

In a small school district, the same person may fulfill the roles of special education administrator, principal, and superintendent. In a charter school, the director or the charter holder may carry out the same several roles. When the same person performs both principal and special education administrator roles, you may want to combine the principal interview with the administrator interview.

SOF Location	Instructions
No Citation	<p>1. Describe the good things going on in your special education program.</p> <p>Use this item to solicit information regarding the strengths of the agency's special education program. The strengths as articulated by the principal will be listed with strengths identified by others, and prioritized by the monitoring team for the Monitoring Overview.</p>
	<p>If the principal articulates all or most of the information listed under these next items (questions 2–11), mark the items I.</p>
IV.A.1	<p>2. How do you disseminate all special education policies and procedures to school-based staff?</p> <p>Method: PEA administrators must disseminate all special education policies and procedures to all school-based staff. All staff includes employees such as bus drivers, food service personnel, etc. Dissemination may be by means of paper or electronic copies. Each staff member does not need a paper copy in his or her physical possession, but must have access to the policies and procedures.</p>
I.A.1.c	<p>3. How do you ensure there is an annual review of the policies and procedures regarding child find with all school-based staff?</p> <p>Method: The principal should describe the specific method in which child find policies and procedures were reviewed with school-based staff. The review should include:</p> <ul style="list-style-type: none"> • The process for reviewing incoming records • 45-day screenings • Referrals for evaluation • Procedures for referring children birth to 5

III.B.4.e	<p>4. How do your staff (both special education and regular education) and parents use the Arizona Academic Standards and the results of statewide assessments to develop IEPs and to provide instruction to students with disabilities?</p> <p>Method: The principal should discuss:</p> <ul style="list-style-type: none"> • We review progress on standards and assessment results at IEP meetings • We modify instruction based on students' assessment results • We modify the delivery of service • We look at supplementary aids and services
V.B.1.b	<p>5. Discuss your process for ensuring all school-based staff receive training in confidentiality procedures.</p> <p>Method: The principal should mention a date that training took place (or will take place) and be able to produce an agenda indicating that confidentiality training occurred (or will occur). The interviewer should determine if there is a need to obtain the agenda for verification.</p>
V.B.1.c	<p>6. How is the annual notice regarding confidentiality and access to records (FERPA) provided to parents of all students?</p> <p>Method: The principal should show documentation that the annual notice is sent to all parents and describe the process of notification.</p>
V.B.5.c	<p>7. Describe your procedures and practices when you suspend or expel a special education student FOR MORE THAN 10 DAYS.</p> <p>Method: The principal should be aware that FAPE should include:</p> <ul style="list-style-type: none"> • Both a Functional Behavioral Assessment and a Behavior Intervention Plan need to be completed. • A Manifestation Determination needs to be done. • An IEP team meeting should be convened. • Services should be provided beginning on the 11th cumulative day of suspension and on subsequent removals during the school year. • If a student is a danger to self or others: expedited hearing, temporary restraining order (TRO), permanent injunction, court-ordered residential placement for adjudicated students will be involved.

IV.B.5	<p>8. How do you ensure general education teachers and staff are implementing accommodations and modifications in their students' IEPs.</p> <p>Method: Principal should be able to discuss some of the following:</p> <ul style="list-style-type: none"> • Ensure that staff have access to the IEP • Reinforce the necessity of following IEP • Respond to concerns from teachers and parents • Evaluate staff as part of teacher evaluation process • Provide supports for school personnel
III.b.10.b	<p>9. Describe the procedures followed when a special education student is not making sufficient progress to achieve annual IEP goals.</p> <p>Method: The principal should be able to discuss the procedures, including some of the following:</p> <ul style="list-style-type: none"> • Ensure that progress reports are sent out as often as for other students • Reconvene the IEP team to discuss reasons for the lack of progress and make adjustments as necessary • Consider additional services • Ensure that annual goals are measurable
III.B.4.o	<p>10. How do you ensure that <u>all</u> students with disabilities participate in statewide assessments?</p> <p>Method: The principal should discuss some aspect of the planning process, including some of the following:</p> <ul style="list-style-type: none"> • No student is exempted. • Participation rates are reviewed. • Alternate settings are provided. • Out-of-level tests are ordered. • Testing coordinator works with special education. • Importance of participation in assessments is emphasized to teachers.

No Citation	<p>11. What concerns do you have about the special education program in your school?</p> <p>Use this item to solicit information about other issues that are confronting the PEA in providing special education services. It is appropriate to ask probing follow-up questions if the principal indicates concerns in any area of compliance. Information from this question will be incorporated into the general concerns in the Monitoring Overview.</p>
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